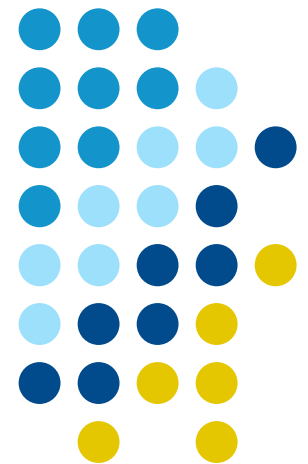


# T.E.A.C.H. Early Childhood®

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Two Decades of Improving the  
Education, Compensation and  
Retention of the Early Care and  
Education Workforce





# Presentation Overview

- History
- The Challenge
- Accomplishments
- Lessons Learned
- Recommendations

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# Our History

- 1989 workforce study
- 1990 first 21 T.E.A.C.H. scholarships in NC
- 1996 new states
- 2000 Technical Assistance Center
- 2006 over 20,000 recipients per year
- 2008 \$200 million benchmark
- 2009 21 states, with 4 more in development
- 2010 100,000 recipients



# The Individual Challenge

- Lack of resources
- Little extra time to juggle work, family and school
- Distance
- No college experience
- No familial precedence
- Difficulty with general education coursework
- No real economic incentives
- Few mandates and little recognition
- English as second language



# The Systemic Challenge

- High cost of books/tuition
- Coursework without currency
- No/poor articulation
- Inappropriate or unavailable coursework in early childhood education
- Inconvenient days, times and places for classes

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# The Systemic Challenge

- Unreasonable expectations and little support for part-time working students
- Unsupportive employers
- Practicum/student teaching away from work site
- Few guaranteed compensation incentives tied to increased education

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# T.E.A.C.H. Early Childhood®

## Core Values



- Build partnerships for professional development
- Reach the diversity of the field
- Use and strengthen existing higher education systems
- Increase collaboration through formation of state-level advisory committee
- Collect, analyze and share data

# T.E.A.C.H. Early Childhood®

## Core Values



- Create educational pathways
- Strengthen early childhood infrastructure
- Work to deliver high quality, outcome-focused services
- Think system, not program
- Advocate for increased compensation for the early childhood workforce

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# T.E.A.C.H. Scholarship Components

- Scholarship--partial support for tuition, books, travel, paid release time
- Education--requirement to complete a specified number of credit hours per contract
- Compensation--required bonus or raise upon completion of required credit hours
- Commitment--requirement to remain in child care setting for specified time period upon receipt of bonus or raise

# T.E.A.C.H. National Results FY09



## ***For the workforce***

- 9,765 participating early care and education programs
  - 29% family child care homes
- 21,256 scholarships
- 42% were people (women) of color
  - 10% Latina
- 11% worked with children in publicly funded Pre-K
- 9% worked with Head Start
- 42% worked with children under two
- 68% of recipients working on 2- or 4-year degree



# Educational Outcomes

- 125,820 college credit hours completed
- 3.2 grade point average for recipients on associate degree scholarships
- Credit hours completed on annual contract by associate degree scholarship participants
  - <11 credit hrs 33% states
  - 11-13 credit hrs 17% states
  - 13-18 credit hrs 50% states

# Compensation and Retention Outcomes



- Increases in recipient wages for associate degree scholarship participants
  - 9%+ 33% states
  - 5-9% 44% states
  - <5% 23% states
- Average turnover rates for associate degree scholarship participants far less than 10% annually
  - <5% 50% states
  - 5-9% 39% states
  - 9-11% 11% states



# T.E.A.C.H. National Results

## *For systems*

- Scholarships available in 329 2-year and 169 4-year higher education institutions
- Increased availability of 2- and 4-year degree programs in T.E.A.C.H. states
- More accessible courses
- More and better articulation agreements
- Stronger workforce education standards
- New compensation strategies added—salary supplements like Child Care WAGE\$



# Lessons Learned

## The Workforce

- Wants to take college coursework
- Needs a comprehensive package of supports to sustain coursework progression
- Often struggles with basic math and literacy skills
- Is willing to commit to employment settings that support their professional development
- Wants real choice in when, where and how they take coursework
- Is ready to be recognized through individual licensure



# Lessons Learned

## Program Implementation

- Collect and use consistent data
- Focus on outcomes
- Require fidelity and accountability
- Build partnerships
- Expect collaboration
- Provide sufficient incentives and supports

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# Lessons Learned

## Systems Development

- Leverage change through unified buying power
- Balance incentives and mandates... helping the workforce achieve higher standards
- Keep compensation parity on the table
- Strengthen early childhood degree programs within the higher education system—both availability and quality





# Recommendations

- Require states to develop a comprehensive, coordinated plan to address the education, compensation and retention of the ECE workforce, including Child Care, Head Start, Early Intervention and Pre-K.
- Create a set aside within the reauthorization of CCDBG for professional development and compensation.
- Significantly improve the basic math and literacy competency requirements for high school graduates.



# Recommendations

- Define elements of the Early Childhood Professional Development System that must be addressed within the plan for ELCF and require states to address issues of access, quality, articulation, diversity and inclusion, compensation parity and career pathways.
- Require states to conduct market rate studies and pay based on levels of quality as defined by QRIS or other measures.

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# Recommendations

- Every 3-5 years set aside \$10 million in research dollars to provide grants to states to conduct state workforce studies, using some pre-defined data elements.
- Encourage community colleges to imbed early childhood content in remedial courses.
- Create an incentive fund for one-time grants to support community college early childhood associate degree programs to become accredited.
- Reward and fund the replication of best practices in early childhood workforce development by creating a special implementation fund for states.



## In Appreciation

- Park Foundation
- The David and Lucile Packard Foundation
- A.L. Mailman Family Foundation
- Triad Foundation
- Annie E. Casey Foundation
- Cornerstones for Kids
- The Ford Foundation
- The Picower Foundation
- W. Clement & Jessie V. Stone Foundation
- The Pew Charitable Trusts
- Smith Richardson Foundation



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